

STATE OF INDIANA

Indiana Department of Child Services

Older Youth Services Service Standards

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I. GENERAL REQUIREMENTS FOR CHAFEE OLDER YOUTH SERVICES

A. Older Youth Services

The Chafee Foster Care Independence Program (CFCIP) provides Older Youth services that consist of a series of developmental activities that provide opportunities for young people to gain the skills required to live healthy, productive, and responsible lives as self-sufficient adults. Older Youth (OY) services should be seen as a service to young people that will help them successfully transition to adulthood, regardless of whether they end up aging out of the foster care system, are adopted, enter a guardianship, or are reunified. OY services should be based on the Casey Life Skills Assessment (CLSA) following the youth's referral for services. Youth receiving OY services must participate directly in designing their program activities, accept personal responsibility for achieving interdependence, and have opportunities to learn from both positive and negative experiences.

Services should be provided according to the developmental needs and differing stages of interdependence of the youth but should not be seen as a single event, or as being provided in a substitute care setting, but rather as a series of activities designed over time to support the youth in attaining a level of self-sufficiency that allows for a productive adult life. Services should address all of the preparatory requirements for interdependent adulthood and recognize the evolving and changing developmental needs of the adolescent. Older Youth Programs are designed to assist young people by advocating, teaching, training, demonstrating, monitoring and/or role modeling new, appropriate skills in order to enhance self-sufficiency. Services must allow the youth to develop skills based on experiential learning and may include the below outcomes based on the youth's needs as identified through the Independent Living assessment.

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B. Program Description

The independent living assessment must include a comprehensive, written assessment of the youth's strengths as well as areas of improvement. The Casey Life Skills Assessment (CLSA) at www.caseylifeskills.org is the only assessment tool approved for use. This assessment must be completed annually and shared with the youth, caregiver and referring agency within ten (10) days of completion.

**Completion of the CLSA and Learning Plan must be recorded for NYTD. These activities are reported by selecting "Independent Living Needs Assessment" in the NYTD web portal when submitting the youth's monthly report through the NYTD web portal during the reporting period corresponding to completion of these activities. The CLSA and Learning will need to be submitted along with the monthly report. **

The expectation of OYS providers is to serve in the role of community resource broker for youth receiving Chafee OY services (see the Indiana Older Youth Services Protocol). This role will focus on increasing the youth's skills in accessing services within their community and building support networks that will exist after DCS services end. OYS providers need to first seek community resource providers to provide the direct services associated with the outcome areas outlined below. Providers must maintain documentation in the file if no community resource exist thus

direct service was provided by the OYS provider. If the OYS provider can document a service gap in a region/county for an outcome area, approval may be granted for that specific region/county, thus documentation would not be needed for each youth seeking services in that region/county. Group services with a pre-approved curriculum by the ILS will not need to seek this additional approval.

C. Eligibility

Chafee OY Services:

Youth ages 16 to 21 who are in foster care or a Collaborative Care placement as a CHINS or adjudicated a delinquent with a case plan establishing the need for older youth services.

Youth, ages 16 through 18 will receive services that include individual guidance, case management, and soft skills as reflected in the Learning Plan (LP). Youth must be given an independent living assessment (i.e., CLSA) to determine the appropriate services. These services may include, but are not limited to; locating tutorial services, self-esteem building, life interest explorations, and education in housing options, budgeting, money management, health care, transportation options, secondary and post-secondary education, and interpersonal relationship skills.

Collaborative Care

Youth ages 18 to 20 who are in foster care or were formerly in foster care on the day of their 18th birthday and meet at least one of the eligibility requirements below:

- Enrolled in a secondary education institution or a program leading to an equivalent credential, e.g., a youth age 18 and older is finishing high school or taking classes in preparation for a High School Equivalency (HSE) exam. OR enrolled in an institution which provides post-secondary or vocational education, e.g., a youth could be enrolled full-time or part-time in a university or college, or enrolled in a vocational or trade school.
- Participating in a program or activity designed to promote, or remove barriers to employment, e.g., a youth could be in Job Corps or attending classes on resume writing and interview skills or working with an Older Youth Service provider on skills for Successful Adulthood.
- Employed for at least 80 hours per month, e.g., a youth could be employed part-time or full-time, at one or more places of employment.
- Incapable of performing any of the activities described above due to a medical condition documented in the youth's case plan.

Chafee Voluntary OY Services:

Youth ages 16 to 21 who were formerly in foster care, in a Collaborative Care placement or adjudicated a delinquent between the ages of 16-18 that were returned to their own homes on a Trial Home Visit and remained a CHINS or adjudicated a delinquent with a case plan establishing the need for older youth services.

Youth age 18 to 21 who were formerly in foster care or a Collaborative Care placement for a minimum of 6 months as a CHINS or adjudicated a delinquent between the ages of 16-18 under the supervision of the DCS and had a case plan establishing the need for older youth services.

Youth who are 18 to 21 who would otherwise meet the eligibility criteria above and who were in the custody of another state or were a “ward of another state” will be eligible if through the Interstate Compact for the Placement of Children there is a verification of wardship and all eligibility criteria from the state of jurisdiction.

Youth age 16-21 that left foster care after obtaining 16 years of age and entered into a kinship guardianship or adoption.

Youth who turn 18 in foster care are exempt from the 6 month requirement indicated in the target population.

Youth ages 18-20 who are not participating in Collaborative Care, who have not reached their twenty first birthday and who have left foster care will be offered guidance on financial issues, assessment services, housing, health care, counseling, employment, education opportunities and other support services that are unique for the development of self-sufficiency. Services are provided on a voluntary basis. A referral will be made to the OY service provider for case management services. This agreement outlines the services to be provided, the length of time expected for the service, and the plan for the youth’s contribution. The youth must participate directly in designing their program activities, accept personal responsibility for achieving interdependence, and have opportunities to learn from experiences and failures. In addition, the Learning Plan must include an operational plan describing how the young adult is going to assume responsibility once assistance ends.

Emancipation Goods and Services (EG&S):

All youth who are eligible to receive Chafee OY Services and Chafee Voluntary OY Services are also eligible to access EG&S funding.

Emancipation Goods and Services (EG&S) are goods and services required to ensure a safe and successful transition to adulthood and must be approved by the 3CM Supervisor or ILS on a dollar for dollar basis. The state approved form must be used to request needed funding for youth. Requests for items not listed on the EG&S form require pre-approval from the IL Specialist. DCS will not reimburse taxes paid on items purchased through EG&S.

For youth receiving Chafee Voluntary OY Services: The EG&S form is to be signed by a 3CM Supervisor.

Note: This expenditure must be determined based on the specific needs of each youth, not on the amount available.

Room and Board:

Youth must have turned 18 years of age while in foster care or a Collaborative Care placement and they cannot have an open CHINS or JD/JS case. This includes:

Youth who move directly from foster care or a Collaborative Care placement into their own housing at age 18 up to age 21.

Youth who leave care voluntarily at age 18 without accepting assistance, but return prior to turning age 21.

Room and Board (R&B) expenses are considered as security deposits, rent, utility deposits and utilities. Utilities are limited to electric, gas, water and sewage. These funds are contingent upon availability as well as verification of the youth's eligibility for voluntary services by the IL Specialists.

Room and Board payments include a maximum lifetime cap of \$3,000 for assistance up to age 21. Youth may access this assistance as long as they continue to participate in case management services and receive SSI (Supplement Security Income through Social Security) or participate in a full or part time schedule of work (or are actively seeking employment) until the \$3,000 limit is exhausted.

Room and Board assistance will be tailored to the need to the youth. Youth who need the maximum assistance may access these funds using the payment guide below. While receiving Room and Board funds, youth are expected to make incremental payments toward their own housing and utility expenses beginning in the third month of assistance and should be prepared to accept full responsibility by the sixth month unless there are extenuating circumstances. In cases where there is a request for an adjustment to the payment guide, approval must be received from the DCS IL Specialist. In cases where the youth is unable to accept full responsibility for 50% of their rent in the fourth month and each increment payment thereafter, approval must be received from the DCS IL Specialist. Requests for an extension of this capped amount will be considered on a case-by-case basis by DCS Older Youth Initiatives Manager or designee, based on availability of funds. Room and Board payments will only be made through a contracted service provider who is providing older youth case management services to the youth.

Payment Guide:

- Deposit and 1st and 2nd month's rent can be paid for youth
- Youth pays 25% of the rent the 3rd month
- Youth pays 50% of the rent the 4th month
- Youth pays 75% of the rent the 5th month
- Youth pays all of the rent the 6th month on

Youth receiving Room and Board assistance and planning to attend a post-secondary institution may access Room and Board funds to obtain off-campus housing prior to beginning their post-secondary program. Deposits for housing on campus may be made through Emancipation Goods and Services funding. Education and Training Voucher (ETV) funds are available for housing for youth attending post-secondary institutions. Those attending school full-time or part-time may access the ETV Program at www.indiananetv.org. If eligible for ETV funds, housing assistance must be accessed through this program and not Room and Board.

Housing Options:

Potential housing options for youth accessing Voluntary OY services may include voluntary host homes with foster families, relatives other than biological or adoptive parents, or other adults willing to allow the youth to reside in their home with or without compensation. [This setting does not require the same responsibilities provided by the host home adult as the Host Home placement type in Collaborative Care.] Other housing options may include youth shelters, shared housing, single room occupancy, boarding houses, semi-supervised apartments, their own apartments, subsidized housing, scattered site apartments, and transitional group homes.

Room and Board financial assistance must be reported through the NYTD web portal during the reporting period corresponding to disbursement of these funds. This service element is reported as "Room and Board Financial Assistance" and should NEVER be marked for wards in either traditional foster care or Collaborative Care

Staff Supported Housing

This placement shall be a setting where multiple youth may live in a campus or apartment complex setting. This placement may also look like a group home setting. Youth should have opportunities to interact in the community, with limited supervision over time in order to build successful adulthood skills and strengthen their social network resulting in increased social capital. This setting will provide youth an opportunity to build their apartment living skills in a structured environment. The placement provider shall have staff on site for supervision at all times. Youth must be able to reach the contact 24/7 in the event of an emergency. Each youth will receive daily supervision. However, this does not require 24/7 supervision. During this time the youth should receive experiential learning and guidance on successful adulthood skills as indicated in the youth's Transition Plan for Successful Adulthood. Daily instruction will also include resources and services to increase a youth's skills and ability to live successfully in an apartment setting. The amount of instruction will be determined by each youth's skill level and need.

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D. Older Youth Services for Youth placed in Licensed Child Placing Agency (LCPA) Foster Homes, Residential Treatment Facilities, or Group Homes

All youth are to start receiving OY services at age 16. If a youth is placed in a LCPA foster home, residential or group home, the agency/facility is responsible for providing OY services as part of their per diem. Agencies/facilities shall refer to the Older Youth Services Protocol and this document; the Older Youth Services Service Standards for instruction regarding Older Youth service delivery. Youth should receive a minimum of three (3) hours per week of OY instruction (should not include time spent on Activities of Daily Living). Seventy-five percent (75%) of the allotted OY instruction time per month must be experiential instruction not utilizing classroom or worksheet instruction. In addition a portion of the OY instruction time must be in the community. Youth need training that is community oriented, outside of a placement facility. Youth who have approved Medicaid waivers are not required to receive OY services.

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II. BROKER OF SERVICES MATRIX

Service providers will provide instruction, experiential learning or monitor that the youth receives services that include, but are not limited to the following:

- Education
- Employment
- Financial and Asset Management
- Physical and Mental Health
- Housing
- Activities of Daily Living
- Youth Engagement

OUTCOME AREA: EDUCATION

Result:

- Young people acquire sufficient education, advocacy skills and training to enable them to achieve their career and life goals.
- Educational and other institutions and agencies provide opportunities, encouragement and advocacy to increase youth's achievement of educational goals.

** NYTD: reportable service elements are identified in bold font after service in "provider responsibilities". Please refer to these when submitting monthly reports through the web portal. Any questions regarding reportable service elements should be directed to the email box: dcsnytd@dcs.in.gov**

| CORE COMPETENCIES | YOUTH OUTCOMES | PROVIDER RESPONSIBILITIES |
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| Ability to succeed in school | Young people attain their educational goals and are knowledgeable about and understand the importance of: <ul style="list-style-type: none"> • Participating in educational activities including, but not limited to: tutoring, mentoring, extra-curricular activities, support programs, voluntary office hours with educational supports • Identifying when and if they require support services and how to seek out assistance that meets their needs • Resources for youth-specific connections for transitions (either in the educational and social community) | Assist youth in understanding different opportunities and support services and how to access those support services to aid in successful completion of educational goals. Specific activities that the provider may conduct include: <ul style="list-style-type: none"> • Working with the youth to identify connections for transitions between grade levels and school systems (academic support). If applicable, helping the youth transition from high school to post-secondary education and/or training (post-secondary educational support) • Advocating to keep youth in school and in the school district that is familiar to the youth • Advocating for youth to graduate from high school, unless high school graduation is not possible • Assist youth in assessing and sustaining tutoring services (academic support) |
| Ability to explore and select the right | Young people will demonstrate knowledge of: <ul style="list-style-type: none"> • How educational attainment links to future | <ul style="list-style-type: none"> • Partner with the youth, using tools that can be accessed through the school system or |

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| <p>education setting for future success</p> | <p>quality of life</p> <ul style="list-style-type: none"> Options for continuing education that will allow for the youth to gain employment within their specific areas of strengths and interest | <p>other reputable public access assessment resources, to assess specific strengths, needs, interests and barriers (academic support)</p> <ul style="list-style-type: none"> Facilitate visits to institutions of higher education, including but not limited to colleges (post-secondary educational support), vocational/technical schools, beauty/barber colleges and administrative schools, apprenticeship/internship programs (career preparation) Assist the youth in exploring alternatives to classroom learning such as AmeriCorps, Job Corps and military service. (career preparation) |
| <p>Secondary or Post-secondary Education and/or Training Planning</p> | <p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> The benefits of having future goals and ambitions during secondary education The multiple tracks that young people can pursue during secondary education Admission criteria to enter into post-secondary education and/or training program of choice <p>Young people will demonstrate competency in:</p> <ul style="list-style-type: none"> Planning their curriculum and scheduling Planning secondary education opportunities to meet short and long term goals Applying to post-secondary education and/or a training program of choice | <ul style="list-style-type: none"> Expose youth to available educational opportunities (post-secondary educational support, career preparation) Provide education regarding the benefits of continuing education and/or training (post-secondary educational support) Refer the youth to post-secondary support programs, if applicable (post-secondary educational support) |
| <p>Awareness of Financial Support for Post-secondary Education</p> | <p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> Identifying sources of financial assistance, including but not limited to: FAFSA, ETV, and 21st Century Scholars Determining which financial assistance/scholarship programs best meet their needs <p>Young people will demonstrate competency in:</p> <ul style="list-style-type: none"> Accessing financial assistance | <ul style="list-style-type: none"> Take youth to College Goal Sunday or another similar activity (post-secondary educational support) Ensure that a Twenty-first Century Scholars application has been submitted for the youth and ensure that the name and address is up to date with the Twenty-first Century Scholar office (post-secondary educational support) |

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| | | <ul style="list-style-type: none"> • Assist youth in accessing systems of financial support including accessing and providing information for: FAFSA, ETV and if applicable Twenty-first Century Scholars monies. (post-secondary educational support) • Provide education on proprietary/private schools and costs/benefits/consequences of such schools (post-secondary educational support) |
| Youth takes ownership over their education or becomes their own educational advocate | <p>Young people will demonstrate competency in:</p> <ul style="list-style-type: none"> • Obtaining their educational records • Leading their educational planning | <ul style="list-style-type: none"> • Support the youth taking on an increasing level of responsibility over time • Assist youth with how to obtain education records (academic support) |
| Navigation of higher education system | <p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Appropriate social skills for post-secondary education, including appropriate self disclosure and boundaries <p>Young people will demonstrate competency in:</p> <ul style="list-style-type: none"> • Identifying when and if they require support services and how to seek out assistance that meets their needs • Gathering and maintaining all necessary documentation to support post-secondary education • Exploring post-secondary housing options | <ul style="list-style-type: none"> • Help the youth identify someone in their support network that can provide guidance and support educational goals • Provide initial support in educational planning (post-secondary educational support, career preparation) • Advocate for youth engagement in each step of the educational plan • Connect youth to college readiness/student services program on college campus, if available (post-secondary educational support) • Assist youth in identifying a supportive adult to accompany him/her to their college orientation **If the youth requests that a Chafee IL Service provider attends as the supportive adult, approval must be given ahead of time from an IL Specialist** |

OUTCOME AREA: EMPLOYMENT

Result:

- Young people are able to support themselves by obtaining and retaining steady employment and seek career development opportunities.

****NYTD:ALL activities listed under “Provider Responsibilities” are reportable as the NYTD service element “Career Preparation”****

| CORE COMPETENCIES | YOUTH OUTCOMES | PROVIDER RESPONSIBILITIES |
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| Resume and Job Application Preparation | Youth will demonstrate the skills to create and maintain a working resume, cover letter, fact sheet (all information needed to complete an application or resume), and a reference list (all contact information for 3-5 individuals who can speak positively about the youth). | Assist the youth in creating and maintaining a copy of the following: <ul style="list-style-type: none"> • resume • cover letter • application cheat sheet • reference list • other necessary career documents based upon the youth’s specific situation Assist the youth with translating how life experiences can apply to various positions and how to include such experiences in a resume. |
| Job Search Skills | <ul style="list-style-type: none"> • Youth demonstrate the basic skills to navigate the required paperwork and internet sites to search and apply for employment. • Youth will complete follow up calls/emails after turning in job applications. • Youth will show appropriate conduct when turning in job applications. | <ul style="list-style-type: none"> • Assist youth to maintain a job search log, including contact information for potential employers. • Assist youth in navigating how to search and apply for employment online, in person, through professional networks, at the Work One office, etc. • Give opportunities to practice completing sample and real applications. |

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| Professional Conduct | Youth demonstrate knowledge of: <ul style="list-style-type: none"> • time management • appropriate appearance • appropriate communication with co- | <ul style="list-style-type: none"> • Provide training standards of professional conduct prior to and throughout employment. • Provide training on and examples of making a good first impression and being formally evaluated. |
| | workers and supervisors <ul style="list-style-type: none"> • appropriate workplace interaction • resigning from employment • strategic sharing • work ethic • drug screening process | <ul style="list-style-type: none"> • Provide information on the actual cost of employment (uniforms, travel, etc). |
| Interview Skills | Youth will demonstrate knowledge of appropriate interviewing skills, including: <ul style="list-style-type: none"> • appearance • responses • behaviors • follow up after interview • other applicable skills based upon the youth's specific situation <p>Youth will translate how life experiences can apply to job</p> | <ul style="list-style-type: none"> • Plan and prepare youth for practice interview and arrange a practice interview, including preparing questions to ask the employer during the interview. • Provide training on and examples of appropriate interviewing skills. • Assist youth in identifying their experiences and skills and help them translate those into potential employment. |
| Career Exploration | <ul style="list-style-type: none"> • Youth will have knowledge of how their strengths and interests can lead to a career and what education is necessary to meet their goals. • Youth will have a multi-year career and educational plan. • Youth will identify short- and long-term employment goals. • Youth will understand job requirements, beyond educational credentials. | <ul style="list-style-type: none"> • Provide opportunities for youth to participate in credible, formal assessments and inventories to assist in identifying potential career paths. • Assist youth with a thorough exploration of their strengths, interests and abilities and how those might lead to a career or job. • Help youth identify level of education required to meet short- and long-term employment goals. |
| Career Development | <ul style="list-style-type: none"> • Youth can identify the internship and apprenticeship options available in their career field of choice. • Youth demonstrate the ability to learn from both good and bad work experiences | <ul style="list-style-type: none"> • Provide opportunities for youth to explore internship and apprenticeship options available in several career fields. • Provide opportunities for youth to explore positive and negative past experiences and explore lessons learned from those experiences. |

OUTCOME AREA: FINANCIAL AND ASSET MANAGEMENT

Result:

- Young people will effectively manage their personal finances.

NYTD: **ALL activities listed under “Provider Responsibilities” are reportable as the NYTD service element “**Budget and Financial Management**”**

| CORE COMPETENCIES | YOUTH EXPECTATIONS | PROVIDER RESPONSIBILITIES |
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| Ability to Perform Basic Banking Functions | Youth will demonstrate an understanding of the following: <ul style="list-style-type: none"> • Selecting a bank • Roles of bank personnel • Distinguishing between savings and checking/debit accounts and other types of accounts • Banking fees and services | <ul style="list-style-type: none"> • Assist youth in understanding how to navigate the banking system. • Support youth in choosing the best banking system to meet their needs. |
| Ability to Budget and Manage Money | Youth will demonstrate an understanding of the following: <ul style="list-style-type: none"> • The difference between fixed and flexible expenses • Income and how to read a pay stub • How to read and pay bills • Budgeting techniques and the importance of savings • Saving strategies • Using banking tools, such as money orders, checks, and deposit slips • Record keeping techniques, including keeping paperwork current if their income is based on public resources | <ul style="list-style-type: none"> • Assist youth in building financial literacy skills. • Assist youth in developing a budget based upon fixed and flexible expenses and income. • Assist youth in recognizing the differences between “needs” and “wants”. |

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| Understanding the Pros and Cons of Credit | <ul style="list-style-type: none">• Youth will be aware of the benefits and consequences of using credit cards and the impact bad credit can have on their future | <ul style="list-style-type: none">• Assist youth in obtaining a credit report.<ul style="list-style-type: none">○ If a credit report is not available online then a paper application should be |
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| | <ul style="list-style-type: none"> • Youth will know how to access and read credit reports, including the purpose of credit score • Youth will know the difference between good credit cards and bad credit cards (APR, credit limit, fees, grace period, interest rate, annual vs. initial fees, etc.) • Youth will understand the advantages and disadvantages of instant credit (i.e. RTO stores, payday advances, other scams and predatory practices) | <p>completed.</p> <ul style="list-style-type: none"> ○ If any inaccuracies are present in the credit report, assist the youth in pursuing needed corrective actions • Assist youth in learning and understanding: <ul style="list-style-type: none"> ○ benefits and consequences of credit ○ credit reports and credit scores ○ instant credit ○ information about obtaining credit ○ consequences of predatory lending practices |
| <p>Ability to File Taxes and Understand the Basics of Local, State and Federal Taxes</p> | <ul style="list-style-type: none"> • Youth will know how to locate critical tax forms and be able to identify the uses for those forms • Youth will know how to read and complete common tax forms • Youth will be aware of timelines/deadlines associated with taxes and will demonstrate this knowledge • Youth will be aware of different options for completing taxes and the cost of those options • Youth will understand why we pay taxes and the use of federal, state and local taxes and sales taxes • Youth will understand the basics of payroll taxes and will know what to withhold from their paycheck • Youth will be aware of their eligibility for tax credits, if any | <p>Assist youth in locating forms and resources, benefits and penalties associated with filing taxes, etc.</p> |

OUTCOME AREA: PHYSICAL AND MENTAL HEALTH

Result:

- Young people’s physical, dental and mental health needs are met.

NYTD:ALL activities listed under “Provider Responsibilities” are reportable as the NYTD service element “Health Education and Risk Prevention**”**

| CORE COMPETENCIES | YOUTH EXPECTATIONS | PROVIDER RESPONSIBILITIES |
|--------------------------------------|---|---|
| Accessing Healthcare | <ul style="list-style-type: none"> • Youth will have identified providers for vision, mental health, physical and dental care • Youth will have had a medical appointment within the last year • Youth will be able to identify the consequences of missing medical appointments • Youth will demonstrate that they know about co-pays • Youth will have the knowledge and ability to seek answers to questions about healthcare coverage • Youth will know how to change medical providers | <ul style="list-style-type: none"> • Provide education on local vision, medical, mental health and dental health care providers and how to change health care providers if needed. • Assist youth with navigating access to medical treatment. • Educate youth about the ramifications of missing appointments. • Help the youth understand co-pays |
| Knowing how to obtain health history | <ul style="list-style-type: none"> • Youth will understand how to obtain medical records • Youth will demonstrate basic understanding of HIPAA • Youth will have a copy of their medical passport from FCM | Provide training to youth regarding: <ul style="list-style-type: none"> ○ Obtaining medical records ○ Reviewing medical records ○ Connecting with appropriate resources ○ HIPPA |

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| <p>Access to appropriate systems</p> | <ul style="list-style-type: none"> • Youth will be able to voice their needs for adult DMHA, BDDS, and/or IL services according to their needs • Youth will know how to fill prescriptions <ul style="list-style-type: none"> ○ Youth will understand the differences between generic and name brand prescriptions, including formulary and non-formulary for the most cost effective prescription. | <ul style="list-style-type: none"> • Educate youth regarding how to communicate with medical providers and pharmacists. • Educate youth regarding how to advocate for specific health care needs, including seeking a second opinion when they do not agree with their doctor and/or identifying medication side effects |
| <p>Prevention and Maintaining a Healthy Lifestyle</p> | <ul style="list-style-type: none"> • Youth will maintain a healthy lifestyle • Youth will understand the benefits and consequences of using emergency services vs. using a primary medical provider • Youth will have a full scope understanding of pregnancy, including the financial impact | <p>Provide education on:</p> <ul style="list-style-type: none"> ○ Maintaining a healthy lifestyle ○ Emergency care vs. care from a primary care physician ○ STD and pregnancy prevention ○ Domestic Violence |

OUTCOME AREA: HOUSING

Result:

- Young people have and maintain safe, stable and affordable housing that allows for access to services and transportation.

NYTD: **ALL activities listed under “Provider Responsibilities” are reportable as the NYTD service element “**Housing Education and Home Management**”

| CORE COMPETENCIES | YOUTH OUTCOMES | PROVIDER RESPONSIBILITIES |
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| Understanding Available Housing Resources | Youth will understand: <ul style="list-style-type: none"> • Tenant and lease rules and responsibilities • How to access rent and utility subsidies • The benefits and consequences of using a payee | Provide education on: <ul style="list-style-type: none"> • Tenant and lease rules and responsibilities • Accessing rental and utility subsidies • Using a payee |
| Financial Resources | Youth will understand: <ul style="list-style-type: none"> • The benefits, consequences and responsibilities associated with a co-signer/roommate • How to turn on, utilize and pay for utilities • The benefits and costs of renters insurance • Credit and loan/mortgage issues associated with housing • The benefits, consequences and costs of home ownership | Provide education on: <ul style="list-style-type: none"> • Having a co-signer and/or roommate • Utilities • Security deposits and utility deposits • Renters insurance • Home ownership <p>Use the wage calculator tool provided by the IHCD to assist youth in understanding the costs associated with the different types of housing.</p> |

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| <p>Homelessness Prevention</p> | <p>Youth will understand:</p> <ul style="list-style-type: none"> • Available housing options • How to leave housing appropriately <p>Youth will demonstrate:</p> <ul style="list-style-type: none"> • The ability to handle a housing crisis, if necessary • Appropriate landlord communication | <p>Provide education on:</p> <ul style="list-style-type: none"> • Available, appropriate, and affordable housing • Vacating a housing arrangement • Handling of a housing crisis • Landlord communications <p>Work with IHCD to utilize the homelessness prevention curriculum: Provider will utilize homeless vulnerability assessment provided by</p> |
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| <p>Housing Options</p> | <p>Youth will understand:</p> <ul style="list-style-type: none"> • Available supportive housing options • How to locate housing using multiple methods • How to choose safe and affordable housing, including considering included utilities and amenities | <p>the IHCDCA</p> <p>Provide education on:</p> <ul style="list-style-type: none"> • Supportive housing options • A variety of methods to locate housing • How to choose safe and affordable housing, including consideration of included amenities (i.e., dead bolt, windows that lock, kitchen appliances, etc.) <p>Arrange for youth to visit an apartment or home for rent.</p> |
| <p>Housing Stability</p> | <p>Youth will understand:</p> <ul style="list-style-type: none"> • Tenant rights and responsibilities associated with their lease • The definition of visitors, guests, household composition • Various ways to manage their utility cost and consumption • Consequences of violating lease rules • How to repair rental history • How to get housing back once lost • Home safety | <p>Review the lease, tenant's Rights and Responsibilities with youth</p> <p>Encourage youth to attend apartment orientation</p> <p>Provide education on:</p> <ul style="list-style-type: none"> • Consequences of violating lease rules • Keeping utility costs affordable • Vacating housing appropriately • Repairing rental history • Home safety |

OUTCOME AREA: ACTIVITIES OF DAILY LIVING

Result:

- Young people will effectively manage their independent living/transition plan and demonstrate daily living skills.*

*There may be a portion of youth who cannot meet this full goal. Youth will achieve their fullest potential.

| CORE COMPETENCIES | YOUTH OUTCOMES | PROVIDER RESPONSIBILITIES |
|--|--|---|
| Basic living skills | <ul style="list-style-type: none"> • Youth will know how to perform activities of daily living, including cooking, cleaning, doing laundry, comparison shopping, etc. • Youth will demonstrate appropriate personal hygiene | <p>Provide resources and support to ensure youth are able to perform activities of daily living</p> <p>Provide opportunities for youth to practice daily living skills</p> |
| Social Skills | <ul style="list-style-type: none"> • Youth will understand appropriate boundaries and practice strategic sharing • Youth will be aware of civic engagement opportunities and the benefits of participation • Youth will engage appropriately with peers • Youth will know healthy rules, | <p>Provide resources and support to youth to develop healthy social skills, including but not limited to:</p> <ul style="list-style-type: none"> • Boundaries and strategic sharing • Etiquette |
| Have legal documents and knowledge on how to obtain documents | Youth will have in their possession their drivers license/state ID, birth certificate, social security card or other documentation that applies to youth's specific needs | Assist youth in obtaining vital records |
| Navigation or access to public systems and community resources | <p>Youth will know how to locate and access the following systems:</p> <ul style="list-style-type: none"> • Legal • DCS Medicaid • TANF • Food Stamps • Childcare Vouchers | Assist youth in locating and accessing the legal, Medicaid, TANF, food stamps, and child care systems, if applicable. |
| Health/Financial | Refer to other sections of the service standards | |

| | | |
|--|--|--|
| <p>Family and Healthy Relationship Education</p> | <p>Youth will understand:</p> <ul style="list-style-type: none"> • How to avoid peer pressure | <p>Provide education, resources, support in healthy relationship skill building and development</p> |
| | <ul style="list-style-type: none"> • How to effectively communicate and advocate to have desired needs met • How to develop and build appropriate relationships and set boundaries with family, friends and significant partners. • How to build social capital and develop permanent relationships • Parenting and Co-parenting skills and parental responsibilities • Critical aspects of child development education, safe sleep, shaken infant, child care, and family planning | <p>Assist youth in identifying at least one reliable caring adult in his or her life who can serve as a stable, ongoing connection.</p> <p>When appropriate, provide support to youth in exploring connections with his or her biological family members and in maintaining healthy relationships with them.</p> <p>Encourage youth to develop appropriate peer supportive networks through participation in group activities of youth with similar interests.</p> <p>Ensure youth have appropriate pre and post natal services to support the developmental needs of both the youth and their child.</p> <p>Assist youth in learning how to navigate service systems and act as a support to ensure youth understands how to get their child(s) needs met once they age out of foster care.</p> |

| | | |
|----------------------|---|--|
| <p>Safety</p> | <p>Personal</p> <ul style="list-style-type: none"> • Youth will be aware of surroundings • Youth will understand basic safety plans, including information that they should carry with them • Youth will always let someone know their whereabouts <p>Household</p> <ul style="list-style-type: none"> • Youth will know what to do to keep themselves safe during natural disasters. • Youth will know what to do to prevent and keep themselves safe in a fire • Youth will have functional locks to their residences and will understand the importance of keeping doors locked <p>Internet</p> <ul style="list-style-type: none"> • Youth will understand the potential hazards associated with online social networking, including appropriate and inappropriate information to share on social networking | <p>Provide basic safety education</p> <p>Educate youth on legal consequences related to drinking and driving</p> <p>Educate youth on substance abuse.</p> <p>Educate youth on legal rights and responsibilities, including what to do if the youth is a victim of a crime</p> <p>Educate youth on domestic violence</p> |
|----------------------|---|--|

OUTCOME AREA: YOUTH ENGAGEMENT

Result:

- Youth will have the opportunity to participate in activities that ensure they are meaningfully and actively engaged in decisions that affect them and their community

| CORE COMPETENCIES | YOUTH OUTCOMES | PROVIDER RESPONSIBILITIES |
|--|--|---|
| Engagement on Personal Level | <ul style="list-style-type: none"> • Youth will demonstrate self-advocacy skills • Youth will have knowledge of court proceedings, roles of court participants, and how to self-advocate within court proceedings • Youth will demonstrate effective self-advocacy skills in multiple situations • Youth will demonstrate leadership skills and seek opportunities to apply them • Youth will be able to state the benefits of having/being an appropriate role model • Youth will demonstrate knowledge of awareness of resources | Provide education and opportunities for youth to gain self-advocacy knowledge and skills. |
| Engagement on Community Level | <ul style="list-style-type: none"> • Youth will understand the benefits of volunteering and how to locate volunteer opportunities in their own communities • Youth will recognize the value of civic engagement | Provide education and opportunities for youth to gain knowledge and skills in volunteerism and community engagement |
| Engagement on Youth Advocacy/Public Policy Level | <ul style="list-style-type: none"> • Youth will have basic knowledge of how public policies are created and the legislative processes • Youth will demonstrate that they know how to research and locate resources of interest • Youth will know how to access, influence and/or participate in Youth Advisory Board activities | Provide education and opportunities for youth to gain advocacy knowledge and skills. <ul style="list-style-type: none"> • Indiana Youth Advisory Board |

III. STAFFING QUALIFICATIONS

Direct Worker

Bachelor's degree in social work, psychology, sociology, or a directly related field.

Direct workers shall carry a case load according to the following ranges: OY Services only: 18-22
Collaborative Care: 12-15 Voluntary Services: 25-30

Supervisor

Master's degree in social work, psychology, or other directly related human services field OR
Bachelor's degree with minimum of 5 years of experience in social services, case management,
education in a community setting, or other relevant experience.

Supervision/consultation is to include not less than one (1) hour of face to face
supervision/consultation per 20 hours of direct client services provided, nor occur less than every
two (2) weeks.

Services will be conducted with behavior and language that demonstrates respect for socio-
cultural values, personal goals, life-style choices, as well as complex family (biological or other)
interactions; services will be delivered in a neutral valued culturally competent manner.

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IV. GOALS and OUTCOME MEASURES

Goal#1

Timely provision of services to the older youth and regular, timely communication with referring
worker

Outcome Measures:

95% of all youth that are referred will have face-to-face contact with the Older Youth Service
Provider within 10 calendar days of the referral.

95% of youth will have an CLSA completed within 30 calendar days of referral and a written
service plan (Learning Plan) prepared with the youth, which shall be provided to the referring
agent within 30 calendar days of completion of the assessment.

95% of all youth will have monthly written summary reports prepared and sent to the referring
worker via the NYTD web-portal. All reports must be submitted by the 10th day of the month in the
approved format and submitted via the NYTD web portal or billing will not be approved.

Goal #2

Youth satisfaction with services

Outcome Measures:

Youth will rate services satisfactory or above.

90% of the youth who have participated in services will rate the services "satisfactory" or above.

Goal #3

Increase the percentage of youth who have a safe and stable place to live.

Outcome Measures:

80% of youth receiving room and board assistance will have safe stable housing within 6 months of receiving room and board assistance.

95% of youth being provided Older Youth Services will have a plan for housing identified on the TP/SA plan and/or Learning plan prior to case closure.

Goal #4

Increase the percentage of youth who complete/seek educational training.

Outcome Measures:

70% of youth who identify an educational goal will be working towards that goal as defined by the action steps in the TP/SA plan and/or Learning Plan.

Goal #5

Increase the percentage of youth who have relational permanency/social capital.

Outcome Measures:

80% of youth will be able to identify at least one supportive relationship, by six (6) months after initiation of services.

85% of youth will be able to identify two (2) or more supportive relationships by the end of one (1) year of services.

Goal #6

Increase the percentage of youth who successfully enter/receive older youth services after age 18

Outcome Measures:

95% of the youth will receive information on Collaborative Care and Voluntary OYS.

Goal #7

Increase opportunities for youth to practice decision making/problem solving skills.

Outcome Measures:

85% of youth will have identified responsibilities outlined in the TP/SA Plan and/or Learning Plan.

75% of youth will participate in at least one (1) community or leadership opportunity.

Goal #8

Increase the number of youth who leave care with an active savings or Individual Development Account with available funding.

Outcome Measures:

80% of youth will have at least one (1) savings or IDA account with available funding prior to ending services.

V. DOCUMENTATION REQUIREMENTS

A. Service Access

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Services must be accessed through a valid DCS or Juvenile Probation referral. Referrals are valid from the start date until the end date as identified on the referral form, when the youth ages out of Collaborative Care, or when their CHINS case closes. Providers must initiate, via a 3CM, a reauthorization for services to continue beyond the approved period.

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B. Case Record Documentation

Necessary case record documentation for service eligibility for CHINS and probation youth must include:

Authorized DCS/probation Referral

Case Plan indicating the need for older youth services for Chafee OY Services and Chafee Voluntary OY Services

Initial Casey Life Skills Assessment and ongoing assessments every year during the service provision period

Documentation of regular contact with the referred youth and the DCS

Monthly written reports on the required form regarding the progress of the youth provided to the referral source via the NYTD web portal. This report must include the youth's full name and MaGIK number. All reports must be turned in by the 10th of the month unless otherwise specified by the referring party.

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C. Quarterly Regional OY Meetings

All contracted Chafee and Collaborative Care Providers will have at least one representative present at the Quarterly Regional OY Meeting. Quarterly Regional OY meetings are designed to update the DCS staff with Older Youth Initiatives program and services as well as connect local office field staff to their area OY service provider and Collaborative Care Meeting, in the regions which they serve. Chafee and Collaborative Care Provider will attend provider meetings.

Provider meeting her held with DCS OYI and CC management staff to provide high level updates and overview of OY program and services which includes identifying service gaps and providing solutions to meet the needs of the youth.

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D. Monthly Reporting

All reports must be typed and prepared in Microsoft Word or Adobe format. Reports must detail the date and time of day spent with the youth and the goal the youth is working toward. The narrative of the report should detail what goal orientated activities occurred during the time being billed. The approved format is located on the website of the Department of Child Services at [DCS Older Youth Initiatives: Forms](#). Monthly reports are to be submitted to the DCS KidTraks portal. Other means of submitting reports may be accepted upon request; however, will not be recognized as the official report. The signature of the individual service provider, including the date in which the report was completed, who writes an OY report is required on all reports. A hand signature is preferable, but if the individual agency does not have the technology to provide an uploaded report with a hand signature then a typed signature will suffice. Youth signatures on monthly reports are required for auditing purposes, but are not required prior to submission into the web portal.

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a. The National Youth in Transition Database (NYTD)

Data must be reported monthly regarding Older Youth services provided to youths over the age of 16. This federal and state requirement is fulfilled by service providers submitting their monthly provider reports, CLSA assessment and learning plan by the 10th of the month, through the NYTD web portal, which can be accessed through KidTraks.

When submitting monthly reports, providers are also required to mark which service elements, were provided to every youth during a report period. The information regarding service elements that are required for Chafee OY service providers to submit are in compliance with the Chafee National Youth in Transition Database; Final Rule and all technical documents that support the information described in this rule. Providers can be assigned user names and passwords through the DCS NYTD helpdesk email (dc snytd@dcs.in.gov).. Monthly report templates, definitions and an informational webinar can be found through the following link: [DCS: NYTD](#). Failure to upload monthly reports on time or through the NYTD web portal will result in the denial of all claims submitted for each reporting period missing a monthly report.

Service element descriptions can be found in two separate places:

In the Service Standards, following the provider activity description in each outcome area, the NYTD service element is identified in (bold). Each of the federal service elements, definitions and examples from Indiana's Service Standards can be found by following the link: [DCS: NYTD](#). Please note that not all service activities listed in Indiana's Service Standards are reportable as a NYTD service element. Additionally, some activities can be reported under two NYTD service elements. Questions regarding NYTD reporting should be directed to the email box: dc snytd@dcs.in.gov.

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